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ABSTRACT

This talk delivered at the 1967 annual meeting of the American Council on the Teaching of Foreign Languages examines a statistically-oriented assessment of the foreign language program at Tucson, Arizona. The text includes reprints of 25 transparencies used, largely drawn from the results of two groups of tests: (1) the Modern Language Association Cooperative Language Tests and (2) the Pimsleur Language Aptitude Battery. Other charts and diagrams indicate various interpretations of results of the tests pointing out ways in which to meet the varied needs of a large heterogeneous school population. (RL)

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ASSESSING A FOREIGN LANGUAGE PROGRAM THROUGH PROPER USE OF STANDARDIZED TESTS

(Read in Supervisory Services Session of ACTFL Convention (Chicago, Illinois), December 28, 1967)

I would like to share with you some of the experiences of one public school district, Tucson No. 1, Tucson, Arizona, in its effort to organize a testing program of foreign language aptitude and achievement. The testing projects to be discussed are not part of any formalized research design. They have been highly exploratory, leading continually to new insights and to modifications of original goals and procedures. If it should appear to us that these testing projects add nothing of value to the study and interpretation of student growth and the desirability of such growth, they will be abandoned.

To date, we think we are learning a good bit of what we may need to know to achieve greater efficiency and effectiveness in our foreign language program. We think we need to know, for example, the foreign language learning potential of various sub-populations in our large, rapidly expanding district which embraces over 23,500 secondary school students of several ethnic and socio-economic backgrounds. We think we need to know whether the learning potential and our objectives appear to justify the ambitious foreign language program that has developed over the past decade in response to the national goal. We think it would be most helpful to know the relationship between learning potential and achievement on the one hand and FL enrollment, particularly enrollment decrement, on the other. We think it would be helpful to know both strengths and weaknesses in aptitude and achievement and what these import for the kinds and quality of foreign language programs that can be offered in Tucson Public Schools.

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In Arizona, we are now faced with strict budgetary controls on schools imposed by the state legislature. Controls are expected to, in fact, must lead to a re-evaluation of educational priorities. We think we need to know if the district is trying to sustain a foreign language effort which is not only prestigious, perhaps,

but also educationally as well as financially sound and defensible as an effort of public instruction. We think we need to know if it is possible that we, as foreign language teaching professionals, ought to be actively seeking certain realistic retrenchments in our program, or whether, in spite of the cloudy economic horizon, we may in good conscience continue to urge expansion of language study opportunities for our students.

Fortunately, the district is able to question itself in these matters from a position of some strength. Over the past decade our relatively poor district has initiated and encouraged the development of long sequences in Mandarin Chinese, French, German, Hebrew, and Russian in addition to longer-taught Spanish and Latin. It has initiated a somewhat unique Spanish-for-the-Spanish-Speaking sequence. Except through a comprehensive standardized testing program, I don't know of any way to make available objective data as a basis for broadly participative professional judgment in the solution of questions which have arisen.

Economic crisis has only accentuated the need for precise and specific information. Realistic objectives, teacher morale, the good of students, the articulation of our separate language programs with those of the University--all these considerations have long demanded it. My purpose today, therefore, is to show some of the kinds of data which we think can be collected and brought together as a result of standardized testing, and some of the kinds of tentative probings that can be made through interpretation of data. It must be understood that this is a long-term study, and that I am reporting on only its initiation.

I would like to start by showing you some transparencies illustrating some of the kinds of test results which first aroused some questions to which we frequently had to give unsatisfactory answers.

The first (No. 1) shows the distribution of the scores of the entire fourth-year Spanish enrollment in the afternoon session of one high school. As you see, 85% of the scores place in the top three national stanines in Listening Comprehension,

over 76% in Reading. These results look so satisfactory that some of us were convinced the MLA Coop Spanish Test is not reliable for use in our part of the country. As causes were adduced our proximity to Mexico and some vestiges of Spanish culture in the area, and the presence of a large percentage of well-trained native Spanish-speaking teachers of Spanish in the department. These advantages, it was thought, result in higher achievement of our students compared with students throughout the rest of the country. The population represented, however, is exclusively English-speaking and relatively isolated from Mexican influences.

In this instance, bringing together known, but isolated data made possible a different interpretation of the state of affairs. First of all, the fourth-year Spanish class represented less than 1% of the 1700 students who attended the afternoon session of the given school. The preceding year, as we had discovered through a dropout study, 22% of the fourth-year Spanish enrollment under the same teacher had elected to withdraw from the course during the first three weeks of the semester. These considerations aroused the suspicion that exclusion, permitted and possibly even encouraged by the abnormal size of a school operating on double sessions and by the absence of specific accepted objectives, may be a significant factor in the delimitation of advanced course enrollment.

A comparison of these results with those derived from testing at the end of the first and second levels suggested, furthermore, that selective practices were working to cause the median of score distributions in FLS in the school (compared with national norms) to rise at each subsequent level until something like the picture represented by this transparency (No. 2) seems to be characteristic of some of the programs in some of our high schools. The figure represents a hypothesis. The question is, of course, whether such selectivity is in keeping with our district philosophy and teacher objectives, or whether objectives are being subverted by unconscious practices.

The third transparency (No. 3) shows the distribution of second-year Russian

scores in the same school. The first feed-back from students who had gone through our Russian program into the University's program had influenced a modification of ours to put more stress on reading than we had done previously, but the teacher assumed a good balance was being preserved. We had no idea, therefore, that students would perform so unequally in these two tests. This would seem to be valuable data for the teacher to know as a check on his presumed objectives, and as information to pass on to a subsequent teacher or to the college.

When I became coordinator of foreign language instruction in 1966, one of the first steps I took was to obtain permission to administer the Pimsleur Language Aptitude Battery to sixth-graders feeding into four of our junior high schools as the first move in gathering data for a district aptitude profile. The instrument is available and if it can tell us something, we should use it.

Foreign language may not be taken by every student of every one of our 14 junior high schools, grades 7 and 8. Generally speaking, advancement in reading skills is a prerequisite to make time for FL, and in some schools the number of students who could be thus selected would not justify offering any foreign language. I have assumed that the careful use of the battery can help us introduce an additional and probably more rational criterion into the selection of students for formal study of a foreign language at the seventh grade, considering that exclusion is a policy at that level.

Last spring and last fall, I personally administered the aptitude battery to 1153 present seventh graders in four junior high schools (28% of all seventh graders in the district)and a good sampling of groups regularly scoring high and low on standardized tests. Results of the administration were used as one of several criteria in the selection of students for Spanish and French in one new junior high school. None of the other three junior high schools has a foreign language program as yet. There is evidence, however, that the aptitude testing results are being borne in mind as a second school plans a program.

The next transparency (No. 4) shows the distribution of scores obtained from the entire 7th grade testing project, given in percentages at each national stanine. This may be fairly close to a district aptitude profile. You will note that the distribution of total and auditory acores coincides with the normal, whereas the distribution of verbal scores is decidedly below normal, the mode occurring between the third and fourth national stanine.

Given the fact of exclusion, it now becomes possible to advise principals that according to the battery a given number of students appear to have a better-than-average, an average, or a below-average chance of success in beginning a foreign language study in the seventh grade, as can be seen on the following transparencies (Nos. 5, 6, 7, and 8). This is one, but only one and possibly the least significant of the uses to which results of aptitude testing can be put.

More important, I'm sure, are some insights we seem to get into the relationship between apparent aptitude and the elective FL program open to students when they reach the ninth grade.

In the following transparency (No. 9) you will note some quotations from Caroll and Ferguson concerning the concept of aptitude. From them we learn that while aptitude is considered to be relatively immutable, a society apparently can deliberately determine patterns of aptitude by control of the environmental and educational experiences which youngsters have. Also significant for the individual's future foreign language study is this consideration: his past experiences can either inhibit or facilitate future learning. The way children are taught to tackle FL can either inhibit or facilitate future FL learning.

The next transparency (No. 10)is an effort to represent for teachers the concepc that aptitude is an inverse function of the amount of time required to attain a criterion mastery in the task to be learned. Consequently, "half as much" aptitude (whatever that might really mean) will presumably require twice as much time of the learner; a "quarter as much" aptitude will require four times as much time, etc.

From this consideration it would seem to follow that mastery is within the potential of almost everyone, providing allowances are made in time. This obviously has many implications for the teaching of foreign languages, if only we could adjust the balance between aptitude and time for each individual learner. We are disturbed by the fact that some of our programs appear not to permit the student to adjust the time factor to his advantage.

That this might be practically significant struck us as we analyzed the distribution of scores seen now (No. 11). Sixty percent of the students placing in the top four stanines in verbal aptitude were English students of one teacher who accounted for only one-fourth of the total of 278 students tested at the end of the seventh grade. (Testing was done by English classes which permitted the identification of English teachers.) The only significant variable, aside from the teacher herself, appeared to be the linguistic approach to the study of English which she alone was using with her students. The question immediately arose: "Does a linguistic approach to English during the 7th grade show up in improved performance in the verbal, especially language analysis,sections of the aptitude battery at the end of 7th grade?" The decision was made to run an informal experiment comparing changes, if any, in in verbal aptitude scores of 7th grade students using a linguistic approach and those not using such an approach. In the process of setting up the experiment, 40 students were re-tested. They had been first tested at the end of 6th grade.

The test-retest situation gave us an opportunity to study the correlation between the two administrations of the same test to the same forty individuals. (No. 12) It will be noticed that the correlation between the first and second measurement of interest is almost negligible. (Having little faith in the reliability of the interest measurement, we had assumed that this was likely to be so.) In view of the relatively poor showing in verbal measurements on the part of all groups tested, we were especially interested in a comparison of the two administrations of the language analysis part of the battery. There is a low degree of correlation, as you

can see, and this is reflected also in the verbal aptitude correlation coefficient for the two administrations. Our statistician tells us that 99% of the time the correlation coefficient for this population and for this part of the battery will fall between -.618 and +.651, a very broad range. Statistics so far can tell us little.

I hypothesize that the following phenomenon occurs as groups are tested in language analysis: 1) a certain number of students "waste" their time reasoning out the attack and have no time left to demonstrate the insight gained through reflecting during or following termination of the test; this possibility follows, it seems to me, from the known relationship between aptitude and time; 2) another group of students immediately sees through the attack, and proceeds to do well; 3) a third group does not see through the attack and does not profit in insight from this opportunity to reflect. Now these groups, if they are subsequently retested, either benefit from their new insight, perform according to insight already possessed, or again do poorly because insight has still not struck them. It would appear, however, that a forth group may exist, consisting of students who saw through the attack the first time, but have suffered subsequent loss of insight, and will no longer understand how to proceed correctly upon retaking the test. This variety of responses upon retaking the test would not appear to me to exist in any other section of the battery. We are interested in pursuing the study of this hypothesis and further analyzing what implications it might have for the teaching and learning of foreign languages, especially the time and verbal-attack factors involved.

It should be noted again that the entire sampling of 1153 seventh graders tested is an unselected group whose members have not yet studied a foreign language in any formal manner. A very few students who have transferred into the district from other parts of the country are exceptions.

After these experiences with aptitude testing at the 7th grade, we were interested in administering the same aptitude battery to first-year foreign language

students in the high schools: 1) to get a select aptitude profile for the district and for the various high schools and groups within each high school; and 2) to compare aptitude scores with subsequent achievement as measured in teacher grades. This would tend to establish the aptitude battery as a strong, neutral, or weak predicter of future language success or failure.

The next transparency (No. 13) shows the results of the September 1967 aptitude testing of 1587 beginning foreign language students in all five high schools. This represents 58% of beginning first-year foreign language students in our high schools, who in turn constitute about 52% of our total foreign language enrollment in the high schools.

The testing of a selected group reveals the same discrepancy between verbal and auditory aptitude that emerged from the unselected, junior high school testing, but the discrepancy is not as marked, and it will be noted that 42% of the cases fall in the top three stanines in auditory aptitude.

We were thus enabled to compare the language aptitude in each school against the others (No. 14). Extreme examples are included (No. 15).

A summary of the aptitude testing in the high schools seems to show that our district falls into at least three zones, each with its own characteristics in language aptitude patterns. (No. 16) This seems to me to render meaningless the idea that we should require the adoption of a single textbook, for example, or that students everywhere can be taught effectively and efficiently in the same way in the same amount of time. It seems to point up the need for discovering ways of individualizing instruction and for adapting methods to the unique needs of different groups.

Another possibly important, though as yet little explored benefit of aptitude testing is the diagnosing of individual student strengths and weaknesses. We propose to have the IBM cards sorted by sound discrimination scores, after which we will pull a number off the top and bottom and make aptitude profiles and a diagnosis for each individual. (No. 17) One sort of extreme profile might indicate that a

youngster should be counseled one way given conditions in the school. Another sort of profile might indicate that a youngster will probably do extremely well in listening and speaking, but considerably less well in reading and writing. Such a person might better be counseled another way-- away from any language which may be taught with verbal emphasis and auditory de-emphasis in any given school. Whether or not this type of diagnosis offers any hope for better counseling of students awaits additional experimentation and comparison of diagnoses with results in teacher evaluation.

We are concerned about the fact that fourth- and even third-year classes in some languages, even after many years of experience, are really too small to justify separate scheduling. The usual practice is to schedule third- and fourth-year classes under the same teacher at the same time and place. When this starts to happen with second- and third-year classes, the language is in trouble in the given school. Rather than permit a vicious circle to set in, with students declining to begin the study of a language, because they cannot be assured of two or three years of study on unmixed levels, we think it would be wise to restrict the offerings somehow to a good two- or three-year sequence, whichever may be justified by the enrollment experience in the given school. There are several ways this might be done, and they have all been discussed, including offering the four-year sequence in one central location, sending third- and fourth-year students to the University for late afternoon classes, independent study, etc. To determine what might occur if a certain class standing, or if prior foreign language study were made a prerequisite to study of an under-enrolled language, we analyzed the verbal aptitude results as follows: (No. 18) It appears that 30% of students beginning a foreign language other than Spanish have had at least one year of foreign language study since the seventh grade. Forty-two percent of the students in this group place in the top three stanines of verbal aptitude, whereas the other two groups shown are somewhat below normal in this respect. The extent to which this group of initiated

students constitutes a rather serious competitive obstacle to immature ninth-graders in particular is something that ought to and will be studied. Depending on the dropout pattern for this group, one ought to be able to make a recommendation concerning including or excluding ninth-graders, for example, in any revision of sequence in the under-enrolled languages that might be contemplated.

Thus far, I have described the nature of aptitude testing conducted in the district, have shown some of the kinds of data which are obtainable, and have indicated some of the uses to which this data may be put.

A second exploratory project which I have carried on since becoming co-ordinator was achievement testing last spring of almost all end-of-second-level foreign language students in one high school, using the MLA Coop FL Listening Comprehension and Reading Tests. The scope of the testing is shown in this transparency (No. 19). It required a week for me to administer the tests to all the classes in the given school.

In addition to the two tests themselves, additional data were collected for a variety of correlative studies which might be made, as will be noted on the following transparency (No. 20). Only one such study has been made so far. It was found that the correlation between sixth grade reading achievement scores and end-of-second-level FL achievement scores, both listening and reading, is negligible. I interpret this as showing that the criterion most often used for selection of seventh-grade foreign language students (even though it is used mainly to gain the time for FL) may not be selecting thode students who are most ready to profit from foreign language study at that level.

The next transparency (No. 21) gives the distribution of scores in the listening test for each language in percent of cases at each national stanine.

And the next, (No. 22) the distribution of scores in the reading test.

Bringing together known but isolated data, as in the next transparency (No. 23), permits us to compare the percentage of students at top and bottom stanines in achievement in two languages with the percent of loss of non-graduating students

from Level I to Level II in the given environment. We can see how with more evidence we might be able to draw some conclusions concerning the relationship between retention of enrollment and achievement and how this relationship may reveal something about actual though unstated objectives. The usefulness of these data will, of course, depend on the stability of the school-teachers-students relationships.

The next transparency (No. 24) showing the percent of loss of non-graduating students from one level to another in several languages suggests a fertile field for study of causes. It may also point to a confusion of objectives.

It has proved very worthwhile to hand the teacher an item analysis like the one shown in this transparency (No. 25) and a copy of the test. The teacher can come to his own conclusions concerning the performance of his students.

Finally, testing permits identification of the potentially most capable foreign language students in the district, whose progress may be tracked on the card, the two sides of which are shown in the following transparency. (No. 26)

For the future, we propose to administer annually the MLA Coop Tests at all levels, in all the modern languages, except Chinese and Hebrew, in all four basic skills, by random sampling based on a program written by the Data Processing Department. Listening and Reading tests will be scored by machine; Speaking and writing will be scored, we hope, through Educational Testing Service for quality control.

On alternate years, we propose to administer Listening and Reading tests only to all second and fourth level students in one or two high schools.

The first and foremost purpose of annual achievement testing will be to focus the attention of our teachers on the general state of health of the program. Based as it will be on random sampling, the results may permit some generalization as to how well or how poorly the program appears to be meeting the general objectives of teaching the fundamental skills without pinning"blame" on anyone. Hopefully, the result may be some healthy speculation as to why the findings do or do not conform to expectations.

Following from this, the second purpose of annual achievement testing will be to gain some insight into what might be done, through in-service programs or other means developed by the teachers, to make the foreign language program more effective in terms of students' aptitude, which as time goes on should be better understood as a result of continuous aptitude testing.

Alternate-year testing will localize strengths and weaknesses much more clearly for the individual school to analyze. Hopefully, the analysis will be carefully done, and with attention to item analysis, conducted in such a way that the individual teacher himself will have the opportunity to use the results of the study independently of any supervisory assistance, except that which he himself requests.

In conclusion, we believe that precise information concerning aptitude and achievement, and suggestive information concerning attitudinal factors will furnish a trustworthy basis for assessment of a foreign language program, a search for realistic objectives applicable to the needs of the widest possible population, and greatly strengthened articulation with the University's foreign language program.

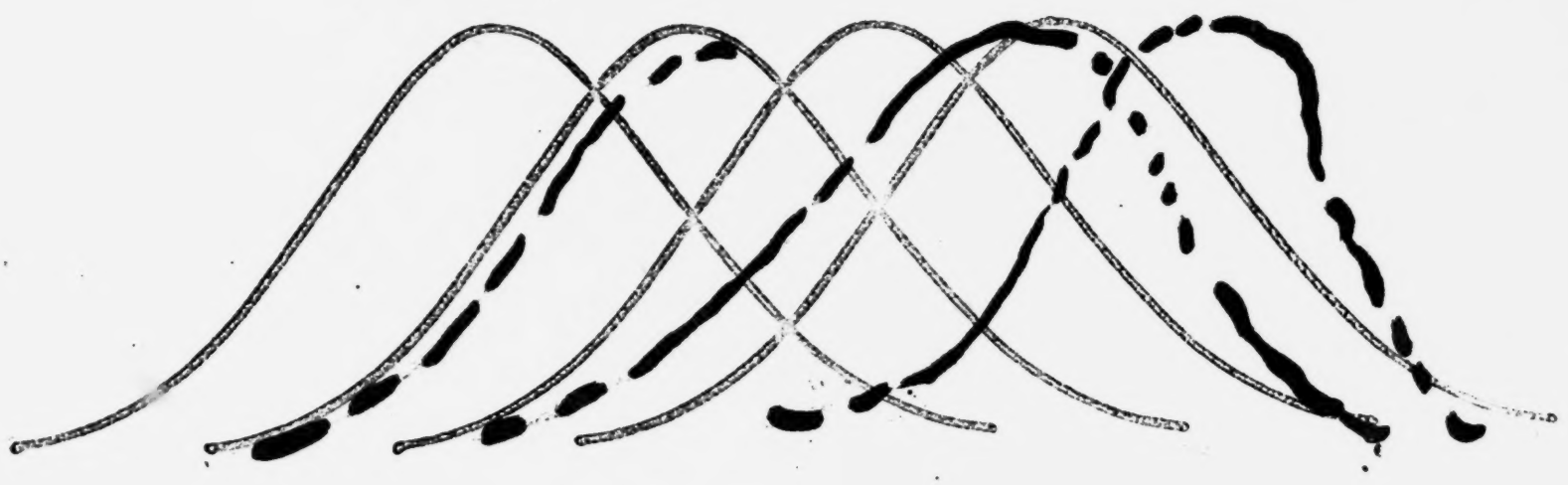
John F. Bockman
Coordinator of Foreign Language Instruction
Tucson Public Schools
Tucson, Arizona

(1)

MLA COOP SPANISH TESTS
LISTENING AND READING
FOURTH YEAR HS GENERAL NORMS
-- SPRING, 1966

	LISTENING		READING	
	F	%	F	%
9	5	38	1	8
8	1	8	3	23
7	5	38	6	46
6	2	15	1	8
5	0	0	1	8
4	0	0	0	0
3	0	0	1	8
2	0	0	0	0
1	0	0	0	0
SUM	13		13	

(2)



(3)

MLA COOP RUSSIAN TESTS
LISTENING AND READING
SECOND YEAR AUDIO-LINGUAL NORMS
-- SPRING, 1966

	LISTENING		READING	
	F	%	F	%
9	0	0	4	20
8	0	0	6	30
7	1	5	5	25
6	7	35	3	15
5	3	15	2	10
4	7	35	0	0
3	1	5	0	0
2	1	5	0	0
1	0	0	0	0
	20		20	

PIMSLEUR APTITUDE
JUNIOR HIGH SCHOOLS
7TH GRADERS
BEG. 7TH GR. NORMS
% AT EACH NATIONAL STANINE

S	(NORM)	TOT	VERB	AUD
9	(4%)	2%	1%	5%
8	(7%)	6%	2%	8%
7	(12%)	11%	7%	14%
6	(17%)	16%	15%	18%
5	(20%)	22%	15%	14%
4	(17%)	18%	19%	20%
3	(12%)	14%	18%	11%
2	(7%)	8%	13%	7%
1	(4%)	3%	10%	3%
	N	1153	1153	1153

5

GR 6 MAGEE FEEDER SCHOOLS PIMSLEUR
LANGUAGE APTITUDE BATTERY
SPRING, 1967

NUMBER OF STUDENTS AT EACH STANINE

	TOTAL	VERBAL	AUDITORY
9	3.	0.	11.
8	9.	1.	21.
7	27.	11.	39.
6	52.	34.	50.
5	63.	33.	48.
4	53.	58.	46.
3	34.	59.	31.
2	17.	31.	11.
1	2.	33.	3.
SUM	260.	260.	260.

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(6)

GR 6 CARSON FEEDER SCHOOLS PIMSLEUR
LANGUAGE APTITUDE BATTERY
SPRING, 1967

NUMBER OF STUDENTS AT EACH STANINE

	TOTAL	VERBAL	AUDITORY
9	5.	1.	17.
8	12.	4.	21.
7	38.	18.	39.
6	43.	42.	57.
5	77.	45.	40.
4	37.	45.	48.
3	32.	56.	23.
2	11.	35.	11.
1	3.	12.	2.
SUM	258.	258.	258.

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(7)

GR 6 SPRING FEEDER SCHOOLS PIMSLEUR
LANGUAGE APTITUDE BATTERY
SPRING, 1967

NUMBER OF STUDENTS AT EACH STANINE

	TOTAL	VERBAL	AUDITORY
9	0.	0.	1.
8	3.	0	7.
7	9.	2	19.
6	24.	15	30.
5	39.	22.	33.
4	54.	53.	55.
3	60.	52.	34.
2	40.	55.	41.
1	16.	46.	18
SUM	245	245	245

(8)

GR 7 TOWNSEND JR HI PIMSLEUR
LANGUAGE APTITUDE BATTERY
FALL, 1967

NUMBER OF STUDENTS AT EACH STANINE

	TOTAL	VERBAL	AUDITORY
9	18	15	34
8	40	21	42
7	50	49	63
6	66	79	71
5	77	75	47
4	65	63	68
3	40	40	38
2	20	25	19
1	14	23	8
SUM	390	390	390

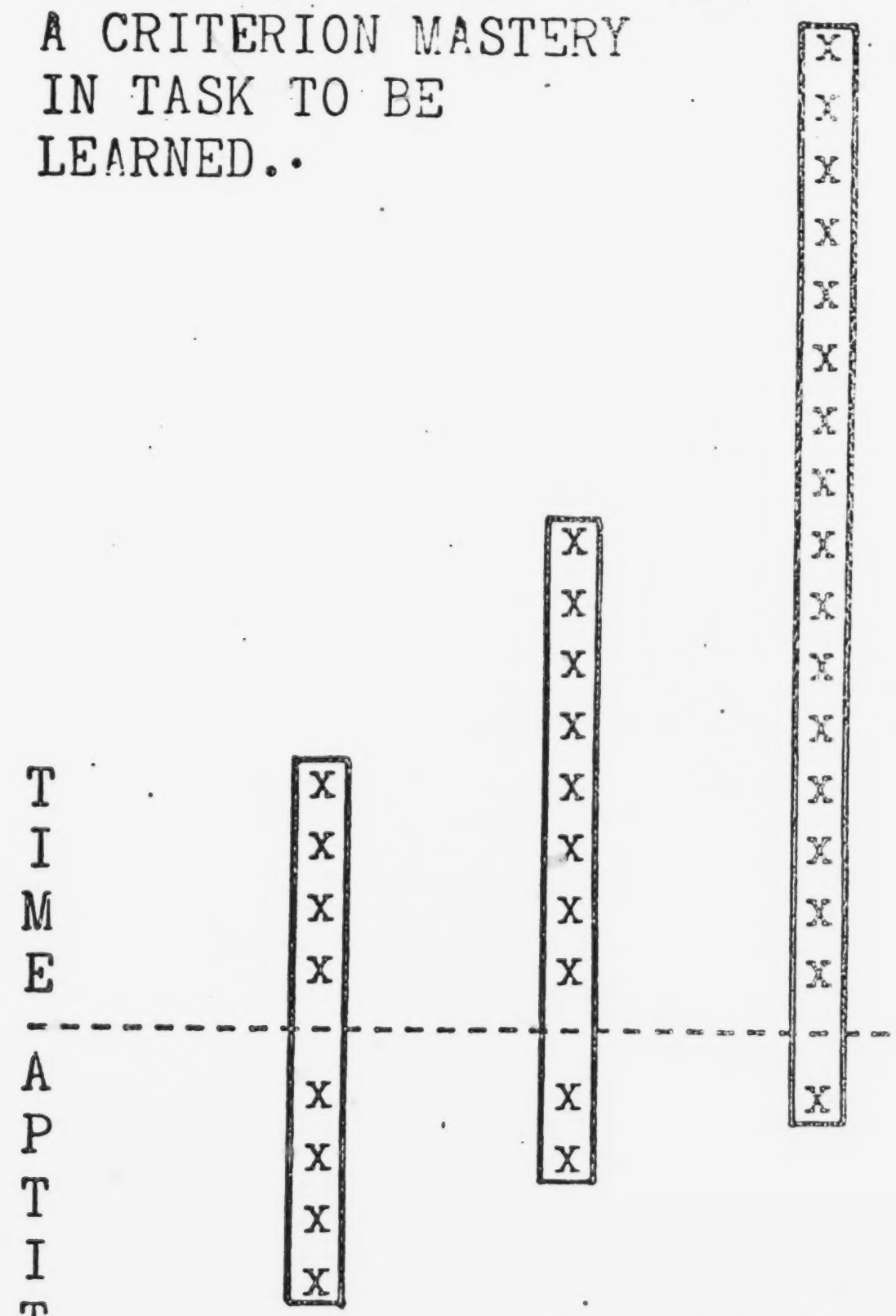
APTITUDE IS A RELATIVELY INVARIANT CHARACTERISTIC OF THE INDIVIDUAL, NOT SUBJECT TO EASY MODIFICATION BY LEARNING.(CARROLL)

AN INDIVIDUAL WILL LEARN MORE READILY ACTIVITIES WHICH ARE FACILITATED BY PRIOR ACQUISITIONS, AND WILL LEARN LESS READILY THOSE ACTIVITIES WHICH ARE NOT FACILITATED OR ARE PERHAPS INHIBITED BY PRIOR LEARNING.

MAN'S ABILITIES ARE NOT PERMANENTLY FIXED BY BIOLOGICAL EQUIPMENT. A SOCIETY, THROUGH CONTROL OF THE ENVIRONMENT AND THE EDUCATIVE PROCESS, CAN IN SOME CONSIDERABLE DEGREE DETERMINE THE PATTERNS OF ABILITY WHICH EMERGE IN ITS MEMBERS. (FERGUSON)

10

APTITUDE: INVERSE FUNCTION OF TIME REQUIRED TO ATTAIN A CRITERION MASTERY IN TASK TO BE LEARNED..



UNITED TRANSPARENCIES INCORPORATED

GR 7 STUDENTS PIMSLEUR
LANGUAGE APTITUDE BATTERY
SPRING, 1967--BEG. 8TH GRADE NORMS

NUMBER OF STUDENTS AT EACH STANINE

	TOTAL	VERBAL	AUDITORY
9	7.	1.	17.
8	11.	4.	29.
7	41.	10.	45.
6	64.	40.	50.
5	64.	61.	51.
4	39.	41.	46.
3	35.	53.	22.
2	13.	48.	16.
1	4.	20.	2.
SUM	278.	278.	278.

UNIVERSITY OF PITTSBURGH INSTRUCTIONAL DEPENDENCIES

PIMSLEUR APTITUDE
TEST-RETEST (7 MONTHS)
7TH GRADERS
N - 40
COEFFICIENTS OF CORRELATION

GPA	.69
INTEREST	.27
VOCABULARY	.54
LANGUAGE ANALYSIS	.34
SOUND DISCRIMINATION	.44
SOUND-SYMBOL ASSOC.	.84
VERBAL STANINE	.36
AUDITORY STANINE	.76
TOTAL STANINE	.57

TABLE I

LANGUAGE APTITUDE TESTING
PIMSLEUR LANGUAGE APTITUDE BATTERY
NUMBER AND PERCENT OF STUDENTS AT EACH NATIONAL STANINE

TIME: Fall, 1967
SCHOOL: CHS, PVHS, PHS, RHS, THS
STUDENTS: Foreign Language Students--Grades 9, 10, 11, 12
NORMS: Beginning 9th Grade/End Level I Norms (As Applicable)

STANINE	(NORMAL EXPECT.)	TOTAL F	TOTAL (%)	VERBAL F	VERBAL (%)	AUDITORY F	AUDITORY (%)
9	(4%)	79	5%	58	4%	205	13%
8	(7%)	132	8%	71	4%	193	12%
7	(12%)	195	12%	144	9%	267	17%
6	(17%)	325	20%	185	12%	238	15%
5	(20%)	358	23%	365	23%	275	17%
4	(17%)	268	17%	305	19%	218	14%
3	(12%)	170	11%	264	17%	110	7%
2	(7%)	45	3%	113	7%	66	4%
1	(4%)	15	1%	82	5%	15	1%
TOTAL		1587		1587		1587	

NUMBER OF FIRST-YEAR FOREIGN LANGUAGE STUDENTS 2754

NUMBER AND PERCENT OF FIRST-YEAR FOREIGN LANGUAGE STUDENTS TESTED 1587 (58%)

TABLE III

LANGUAGE APTITUDE TESTING
PIMSLEUR LANGUAGE APTITUDE BATTERY

COMPARISON OF NUMBER AND PERCENT OF STUDENTS AT EACH STANINE, VERBAL APTITUDE, ALL HIGH SCHOOLS, FALL, 1967, FOREIGN LANGUAGE STUDENTS, GRADES 9, 10, 11, 12

VERBAL APTITUDE

STAN.	(NORMAL EXPECT.)	CHS		PVHS		PHS		RHS		THS	
		F	%	F	%	F	%	F	%	F	%
9	(4%)	13	5%	14	3%	2	1%	15	6%	14	3%
8	(7%)	13	5%	24	6%	0		10	4%	24	5%
7	(12%)	20	8%	34	8%	11	5%	40	15%	39	9%
6	(17%)	24	9%	52	13%	17	8%	41	15%	51	12%
5	(20%)	65	26%	104	26%	41	18%	61	23%	94	21%
4	(17%)	46	18%	81	20%	40	18%	54	20%	84	19%
3	(12%)	41	16%	64	16%	57	25%	29	11%	73	17%
2	(7%)	19	8%	21	5%	32	14%	6	2%	35	8%
1	(4%)	12	5%	10	2%	25	11%	9	3%	26	6%
TOTALS		253		404		225		265		440	

TABLE IV

LANGUAGE APTITUDE TESTING
PIMSLEUR LANGUAGE APTITUDE BATTERY

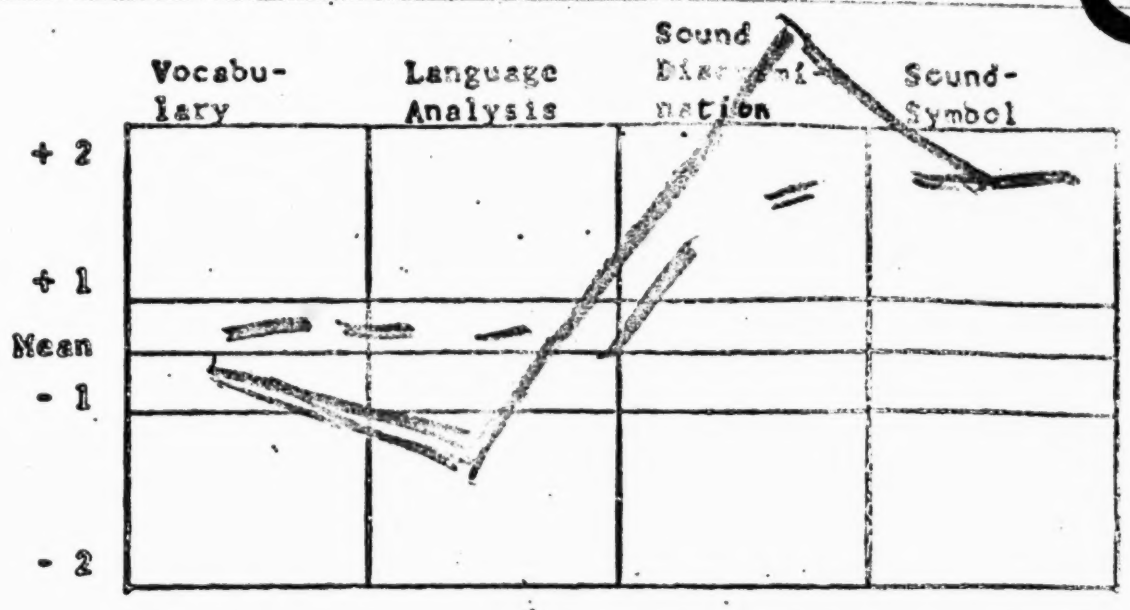
COMPARISON OF NUMBER AND PERCENT OF STUDENTS AT EACH STANINE, AUDITORY APTITUDE, ALL HIGH SCHOOLS, FALL, 1967, FOREIGN LANGUAGE STUDENTS, GRADES 9, 10, 11, 12

AUDITORY APTITUDE

STAN.	(NORMAL EXPECT.)	CHS		PVHS		PHS		RHS		THS	
		F	%	F	%	F	%	F	%	F	%
9	(4%)	45	18%	52	13%	7	3%	49	18%	52	12%
8	(7%)	36	14%	64	16%	15	7%	39	15%	39	9%
7	(12%)	52	21%	62	15%	26	12%	56	21%	71	16%
6	(17%)	27	11%	83	21%	27	12%	35	13%	66	15%
5	(20%)	43	17%	66	16%	45	20%	44	17%	77	18%
4	(17%)	34	13%	45	11%	54	24%	20	8%	65	15%
3	(12%)	8	3%	18	4%	27	12%	9	3%	48	11%
2	(7%)	8	3%	13	3%	20	9%	10	4%	15	3%
1	(4%)	0		1	.2%	4	2%	3	1%	7	2%
	TOTALS	253		404		225		265		440	

VERBAL & AUDITORY APTITUDE
EVIDENCE OF "ZONES"

		V	A		V	A
	9)			3)		
I.	8(	18%	53%	2(	29%	6%
	7)			1)		
	9)			3)		
II.	8(	17%	37%	2(	31%	26%
	7)			1)		
	9)			3)		
III.	8(	6%	22%	2(	50%	23%
	7)			1)		



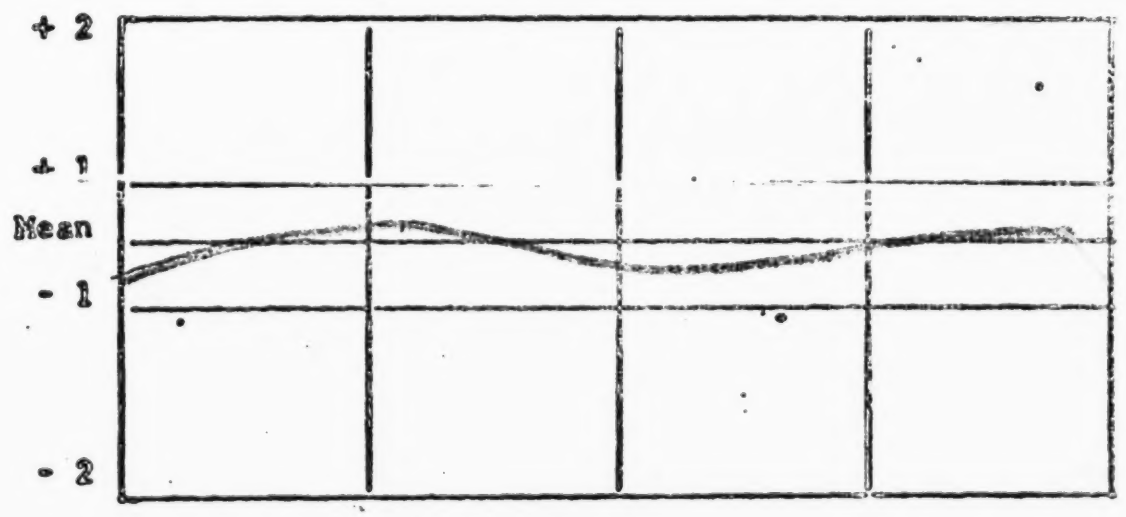
Student:

School:

Language:

Diagnosis:

Result:



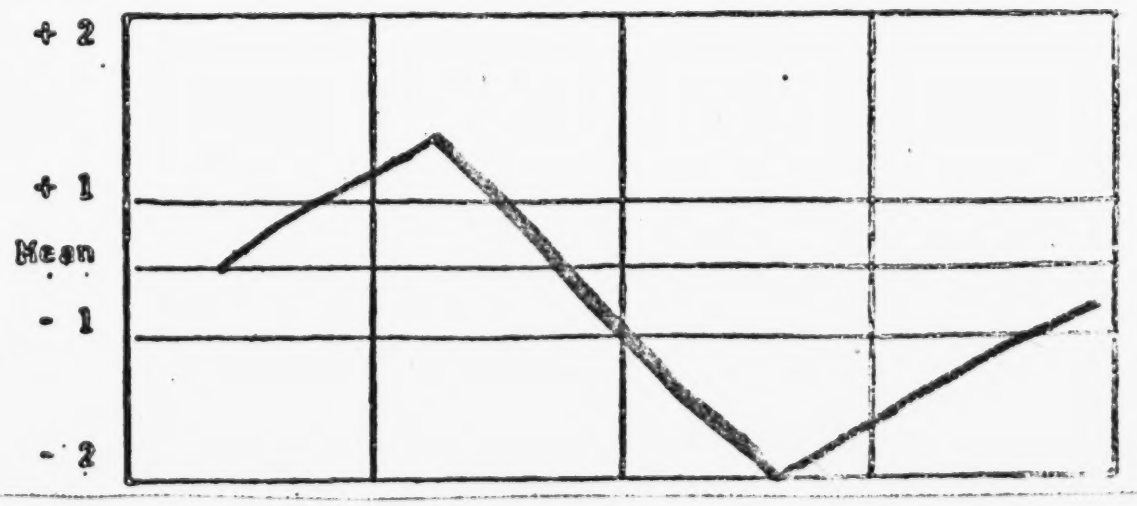
Student:

School:

Language:

Diagnosis

Result:



Student:

School:

Language:

Diagnosis:

Result:

/ Tudor :)

PIMSLEUR APTITUDE: VERBAL
HIGH SCHOOLS
BEG. NON-SPANISH FL STUDENTS
BEG. 9TH GR./END LEVEL I NORMS
COMP. % AT TOP AND BOTTOM NAT.
STANINES

S	9TH GR. NO PREV. FL	10TH-12TH NO PREV. FL	9TH-12TH PREV. FL
9)			
8(	18%	19%	42%
7)			
3)			
2(	26%	23%	16%
1)			
N	179	160	146

NO. BEG. NON-SPAN. FL..... 650
NO. & % TESTED..... 485 (75%)

MLA COOP FL TESTING
LISTENING & READING
HS-3 SECOND LEVEL STUDENTS

NUMBER EACH TEST BY LANGUAGE

	LISTENING	READING
F	34	35
G	38	37
S	186	178
R	12	12
T	270	262

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MLA COOP LISTENING TESTS
SECOND YEAR AUDIO-LINGUAL NORMS
CHS -- SPRING, 1967

			% OF CASES		
		F	G	S	R
9	(4)	18	0	6	0
8	(7)	9	0	8	0
7	(12)	15	5	9	0
6	(17)	20	21	22	0
5	(20)	15	21	20	0
4	(17)	6	26	15	8
3	(12)	15	13	8	67
2	(7)	0	11	8	17
1	(4)	2	3	4	8

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MLA COOP READING TESTS
SECOND YEAR AUDIO-LINGUAL NORMS
CHS -- SPRING, 1967

		% OF CASES		
		F	G	S	E
9	(4)	0	3	2	0
8	(7)	9	3	8	0
7	(12)	17	8	15	0
6	(17)	17	22	19	0
5	(20)	17	16	30	50
4	(17)	6	27	19	33
3	(12)	0	8	10	17
2	(7)	9	8	2	0
1	(4)	0	0	0	0

COMPARISON: FR. & RUSS. MLA COOP
LIST. & READ.
HS-1: LEVEL II A-L
% AT TOP & BOTTOM NAT. STANINES
COMPARED WITH % OF ENROL. LOSS
LEVEL I TO LEVEL II
NO CHANGE OF TEACHER

S	FRENCH		RUSSIAN	
	L	R	L	R
9)				
8(	42%	26%	0%	0%
7)				
3)				
2(	17%	9%	92%	25%
1)				
N	34	35	12	12

% OF LOSS OF NON-GRAD STUDENTS
LEVEL I TO LEVEL II

FRENCH..... 42.39%
RUSSIAN..... 3.70%

FL ENROLLMENT
DECREMENT ANALYSIS
NON-GRAD STUDENTS; ONE LEVEL TO SUBSEQUENT LEVEL
OCT., 1966 TO OCT., 1967

FRENCH

I TO II	34%
II TO III	52%
III TO IV	1%

GERMAN

I TO II	38%
II TO III	43%
III TO IV	20%

LATIN

I TO II	38%
II TO III	63%
III TO IV	0%

RUSSIAN

I TO II	27%
II TO III	41%
III TO IV	42%

SPANISH READING--LEVEL II
CHS SPRING, 1967 - ITEM ANALYSIS
NO. TALLIED -- 176
NO. ITEMS -- 50 * correct answer

QUESTION NUMBER	PERCENT OF STUDENTS RESPONDING WITH EACH CHOICE				
	1	2	3	4	NO ANS
1	64%*	16%	8%	11%	2%
2	37%	7%	2%	52%*	2%
3	13%	7%	69%*	10%	2%
4	69%*	18%	5%	6%	2%
5	2%	7%	8%	81%*	2%
6	13%	47%*	17%	21%	2%
7	16%	9%	57%*	16%	2%
8	11%	78%*	7%	2%	3%
9	69%*	5%	14%	11%	2%
10	26%	12%	38%*	23%	2%
11	12%	7%	66%*	13%	2%
12	5%	5%	6%	82%*	2%
13	14%	16%	28%	40%*	2%
14	64%*	13%	11%	10%	2%
15	11%	35%*	21%	30%	3%
16	18%*	24%	26%	28%	3%
17	26%	20%	25%	27%*	3%
18	41%*	37%	14%	6%	3%
19	32%	13%	23%	28%*	3%

FLES-JHS

TUCSON PUBLIC SCHOOLS
STUDENT FOREIGN LANGUAGE RECORD

Name_____ Mat. #_____ Birthdate_____
(last) (first)

STANDARDIZED TEST SCORES

Aptitude test (name)_____; Date_____; GPA_____: Int_____; Voc_____;
LAnal_____; SD_____; S-SA_____; Stanine: T____; Verb____; Aud____;
Aptitude Re-Test (name)_____; Date_____; GPA_____; Int_____; Voc_____;
LAnal_____; SD_____; S-SA_____; Stanine: T____; Verb____; Aud____

FLES RECORD

Language	Year	Location	Characteristics of Program	Teacher Grade
			JUNIOR HIGH SCHOOL RECORD	

COMMENTS:_____

HS

TUCSON PUBLIC SCHOOLS
STUDENT FOREIGN LANGUAGE RECORD

Name_____ Mat.#_____ Birthdate_____
(last) (first)

STANDARDIZED TEST SCORES

Aptitude test (name)_____; Date_____; GPA____; Int_____; Voc___;
LAnal_____; SD_____; S-SA_____. Stanine: T_____; Verb_____; Aud_____
Achievement test (name)_____; Date_____; L____; S____; R____; W____
Achievement test (name)_____; Date_____; L____; S____; R____; W____
Achievement test (name)_____; Date_____; L____; S____; R____; W____

HIGH SCHOOL RECORD

Language	Year	School	Teacher	Characteristics of Program	Grade

COMMENTS:_____